



Student Achievement and Accountability

Annual Report

Iowa Code Section 284.12(1)

**Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319**

January 2008

State of Iowa
DEPARTMENT OF EDUCATION
Grimes State Office Building
Des Moines, Iowa 50319-0146

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**Iowa Department of Education
Annual Report 2007
As Required by Iowa Code Section 284.12(1)
Student Achievement and Teacher Quality Program**

Legislation passed during the 2001 Iowa legislative session established the Student Achievement and Teacher Quality Program, Iowa Code Section 284.12(1). This legislation requires the Iowa Department of Education (DE) to annually report the statewide progress on the following: student achievement scores in mathematics and reading at the fourth and eighth grade levels on a district-by-district basis; evaluator training program; team-based variable pay for student achievement; and changes and improvements in the evaluation of teachers under the Iowa Teaching Standards. The report is being made available to the chairpersons and ranking members of the senate and house committees on education, the legislative education accountability and oversight committee, the deans of the colleges of education at approved practitioner preparation institutions in this state, the State Board of Education, the governor, and school districts.

**Student Achievement Scores in Mathematics and Reading at the Fourth and
Eighth Grade Levels on a District-by-District Basis
2005-06 & 2006-07 Biennium Adequate Yearly Progress Report Percentage of
Students Proficient (Iowa School Districts)**

Blank = Not Applicable (Whole Grade Sharing)

**** = Not Applicable (Fewer than 10 Students)*

Agency Name	4th Grade Reading	4th Grade Math	8th Grade Reading	8th Grade Math
AGWSR Comm School District	76.1	86.4	74.7	79.8
Adair-Casey Comm School District	77.1	83.3	80.7	84.2
Adel-DeSoto-Minburn Comm School District	86.5	85.6	83.6	82.3
Akron Westfield Comm School District	91.4	92.9	69.5	75.6
Albert City-Truesdale Comm School District	87.5	91.7		
Albia Comm School District	76.5	77.1	67.3	73.5
Alburnett Comm School District	87.2	89.4	77.0	89.7
Alden Comm School District	66.7	83.3		
Algona Comm School District	87.7	86.4	81.6	86.2
Allamakee Comm School District	86.6	87.3	77.8	83.8
Allison-Bristow Comm School District	88.9	80.6	83.8	91.3
Alta Comm School District	84.2	84.2	69.5	76.8
Ames Comm School District	89.0	85.2	85.7	87.8
Anamosa Comm School District	83.2	87.8	75.6	76.1
Andrew Comm School District	90.3	93.5	70.8	81.3
Anita Comm School District	82.1	82.1		
Ankeny Comm School District	86.7	89.3	83.2	85.2
Anthon-Oto Comm School District	71.1	81.6	73.9	71.0
Aplington-Parkersburg Comm School District	78.8	80.8	76.2	85.7
Armstrong-Ringsted Comm School District	85.7	85.7	72.2	72.2
Ar-We-Va Comm School District	88.9	100.0	72.6	77.4
Atlantic Comm School District	75.0	79.1	67.4	78.9
Audubon Comm School District	82.5	85.0	73.6	92.5
Aurelia Comm School District	87.9	93.9	90.6	84.4
A-H-S-T Comm School District	77.0	83.8	76.0	77.3
Ballard Comm School District	88.5	91.5	74.7	75.1
Battle Creek-Ida Grove Comm School District	83.7	84.6	84.8	85.9

Agency Name	4th Grade Reading	4th Grade Math	8th Grade Reading	8th Grade Math
Baxter Comm School District	80.4	91.3	73.9	81.2
BCLUW Comm School District	93.2	92.0	87.5	92.0
Bedford Comm School District	88.1	96.6	77.6	86.8
Belle Plaine Comm School District	73.8	70.8	70.9	76.9
Bellevue Comm School District	84.3	87.6	82.2	75.7
Belmond-Klemme Comm School District	85.7	87.8	65.5	62.2
Bennett Comm School District	87.0	87.0		
Benton Comm School District	88.2	91.1	73.7	74.5
Bettendorf Comm School District	85.2	86.6	80.8	84.8
Eddyville-Blakesburg Comm School District	73.9	78.4	78.7	72.2
Bondurant-Farrar Comm School District	87.5	89.3	76.1	81.3
Boone Comm School District	78.6	75.4	68.2	78.6
Boyden-Hull Comm School District	76.7	80.2	75.8	84.6
West Hancock Community Schools	76.3	76.3	76.5	75.5
Brooklyn-Guernsey-Malcom Comm School District	78.9	84.2	71.0	69.2
North Iowa Comm School District	75.0	68.4	68.3	76.5
Burlington Comm School District	75.8	78.5	69.7	66.1
C and M Comm School District	82.6	87.0	80.3	88.7
CAL Comm School District	78.8	72.7	60.0	80.0
Calamus-Wheatland Comm School District	85.0	83.8	80.5	85.4
Camanche Comm School District	74.6	81.0	67.6	69.8
Cardinal Comm School District	74.0	75.0	69.2	72.1
Carlisle Comm School District	83.5	84.3	73.0	81.0
Carroll Comm School District	80.5	86.3	80.5	80.1
Cedar Falls Comm School District	90.0	92.5	79.7	82.3
Cedar Rapids Comm School District	76.4	77.6	73.5	76.3
Center Point-Urbana Comm School District	81.3	81.2	84.2	84.2
Centerville Comm School District	69.7	72.7	72.4	72.8
Central Lee Comm School District	85.1	91.8	67.0	68.1
Central Comm School District	82.1	91.0	83.0	81.9
Central Clinton Comm School District	89.4	90.5	79.5	82.2
Central City Comm School District	76.6	87.5	84.1	82.5
Central Decatur Comm School District	67.4	66.3	50.0	55.6
Central Lyon Comm School District	90.6	89.1	76.4	73.6
Chariton Comm School District	82.7	79.2	73.4	86.2
Charles City Comm School District	80.6	81.6	71.5	73.6
Charter Oak-Ute Comm School District	69.8	74.4	74.5	86.3
Cherokee Comm School District	75.4	78.5	76.1	79.4
Clarinda Comm School District	80.2	77.6	77.6	76.8
Clarion-Goldfield Comm School District	75.4	79.3	74.6	80.2
Clarke Comm School District	80.6	83.5	79.4	75.8
Clarksville Comm School District	81.3	91.7	62.7	62.7
Clay Central-Everyly Comm School District	86.5	86.5	77.8	87.3
Clear Creek Amana Comm School District	81.0	79.1	75.5	76.0
Clearfield Comm School District	60.0	90.0		
Clear Lake Comm School District	81.9	80.4	69.3	75.9
Clinton Comm School District	75.6	78.3	68.6	69.1
Colfax-Mingo Comm School District	64.7	68.1	59.4	59.4
College Comm School District	86.9	88.5	78.0	84.4
Collins-Maxwell Comm School District	82.4	77.9	80.5	93.5
Colo-Nesco Comm School District	83.1	91.5	65.8	73.7
Columbus Comm School District	68.8	74.2	60.7	61.4

Agency Name	4th Grade Reading	4th Grade Math	8th Grade Reading	8th Grade Math
Coon Rapids-Bayard Comm School District	75.9	79.3	71.2	66.7
Corning Comm School District	80.3	90.2	76.0	80.0
Corwith-Wesley Comm School District	73.1	76.9		
Council Bluffs Comm School District	68.5	72.6	62.4	64.0
Creston Comm School District	75.8	74.9	67.3	69.8
Dallas Center-Grimes Comm School District	91.4	91.8	84.5	81.2
Danville Comm School District	85.9	85.9	73.0	82.0
Davenport Comm School District	70.8	77.0	60.1	62.2
Davis County Comm School District	70.4	70.4	81.4	84.3
Decorah Comm School District	90.8	92.9	90.0	92.4
Deep River-Millersburg Comm School District	87.0	91.3		
Delwood Comm School District	81.3	75.0		
Denison Comm School District	66.8	75.5	56.9	63.0
Denver Comm School District	88.0	92.8	75.2	87.1
Des Moines Independent Comm School District	65.9	71.3	57.9	60.0
Diagonal Comm School District	81.3	93.8	84.6	92.3
Dike-New Hartford Comm School District	77.3	82.7	80.2	93.1
Dows Comm School District	76.5	88.2		
Dubuque Comm School District	76.5	81.4	68.4	74.2
Dunkerton Comm School District	87.3	89.3	63.8	66.7
Boyer Valley Comm School District	81.0	77.6	80.8	73.1
Durant Comm School District	80.0	80.9	75.6	73.1
Eagle Grove Comm School District	77.7	79.5	70.9	65.2
Earlham Comm School District	67.7	78.1	68.9	80.2
East Buchanan Comm School District	80.3	78.9	68.7	80.7
East Central Comm School District	81.6	77.6	72.7	72.3
East Greene Comm School District	58.1	46.5	47.7	61.4
East Marshall Comm School District	89.9	86.2	73.5	80.3
East Union Comm School District	80.0	82.2	71.3	71.6
Eastern Allamakee Comm School District	76.6	79.7	77.0	83.8
River Valley Comm School District	85.5	100.0	68.1	71.0
Edgewood-Colesburg Comm School District	78.5	73.4	72.8	81.3
Eldora-New Providence Comm School District	73.9	81.6	70.2	81.0
Elk Horn-Kimballton Comm School District	85.7	82.9	75.0	84.1
Emmetsburg Comm School District	80.9	79.8	71.2	80.8
English Valleys Comm School District	80.9	86.8	68.3	74.1
Essex Comm School District	68.5	63.0	59.3	37.0
Estherville Lincoln Central Com Sch Dist	75.1	75.9	65.5	69.0
Exira Comm School District	70.0	77.5	77.5	70.0
Fairfield Comm School District	83.1	83.9	74.9	81.2
Farragut Comm School District	77.3	77.3	77.1	64.6
Forest City Comm School District	84.0	83.4	75.3	79.1
Fort Dodge Comm School District	71.3	76.1	61.4	67.6
Fort Madison Comm School District	84.0	86.5	82.9	84.1
Fredericksburg Comm School District	80.0	97.5	83.3	94.0
Fremont Comm School District	68.2	72.7	52.6	68.4
Fremont-Mills Comm School District	79.0	74.2	77.8	83.3
Galva-Holstein Comm School District	87.7	87.7	81.3	73.4
Garner-Hayfield Comm School District	82.1	92.3	73.8	79.3
George-Little Rock Comm School District	88.5	82.0	79.1	80.6
Gilbert Comm School District	87.6	88.2	78.1	80.6
Gilmore City-Bradgate Comm School District	73.5	79.4	75.0	72.7

Agency Name	4th Grade Reading	4th Grade Math	8th Grade Reading	8th Grade Math
Gladbrook-Reinbeck Comm School District	75.8	85.7	78.7	82.0
Glenwood Comm School District	86.7	84.4	76.1	79.9
Glidden-Ralston Comm School District	89.1	73.9	74.6	76.2
Graettinger Comm School District	80.0	93.3		
Greene Comm School District	81.0	92.9		
Nodaway Valley Comm School District	66.7	71.3	77.7	80.4
GMG Comm School District	86.1	91.7	82.2	89.0
Grinnell-Newburg Comm School District	86.9	84.0	75.8	81.4
Griswold Comm School District	81.0	84.8	68.8	69.6
Grundy Center Comm School District	79.7	81.0	81.3	80.0
Guthrie Center Comm School District	86.3	82.7	79.8	82.7
Clayton Ridge Comm School District	64.3	76.2	69.8	74.0
H-L-V Comm School District	74.0	82.0	70.7	80.0
Hamburg Comm School District	67.7	71.0	61.7	53.2
Hampton-Dumont Comm School District	78.4	76.4	71.3	67.6
Harlan Comm School District	88.1	84.7	81.6	84.9
Harmony Comm School District	72.9	64.6	61.6	67.1
Harris-Lake Park Comm School District	89.5	94.7	88.9	97.2
Hartley-Melvin-Sanborn Comm School District	82.7	92.2	76.6	76.6
Highland Comm School District	65.3	73.3	60.5	71.6
Hinton Comm School District	80.5	88.5	85.7	89.0
Howard-Winneshiek Comm School District	78.9	83.0	71.2	84.5
Hubbard-Radcliffe Comm School District	81.1	86.8	83.3	87.0
Hudson Comm School District	85.7	92.4	79.5	83.5
Humboldt Comm School District	80.7	82.4	71.9	79.0
Independence Comm School District	80.0	81.6	77.1	71.1
Indianola Comm School District	86.7	87.8	80.4	84.7
Interstate 35 Comm School District	84.8	83.3	77.6	78.4
Iowa City Comm School District	78.0	74.8	76.2	79.0
Iowa Falls Comm School District	80.1	84.3	69.4	68.8
Iowa Valley Comm School District	77.4	82.1	59.3	80.5
IKM Comm School District	72.9	68.8	75.0	85.7
Janesville Consolidated School District	73.2	82.9	73.7	89.5
Jefferson-Scranton Comm School District	86.6	85.2	79.1	75.1
Jesup Comm School District	75.0	80.0	73.9	73.8
Johnston Comm School District	90.6	92.3	84.4	87.5
Keokuk Comm School District	71.2	72.1	62.8	59.3
Keota Comm School District	85.4	90.2	76.1	92.5
Kingsley-Pierson Comm School District	83.1	72.9	86.8	91.2
Knoxville Comm School District	80.6	84.0	67.1	75.2
Lake Mills Comm School District	85.9	78.3	64.4	68.7
Lamoni Comm School District	79.3	87.9	65.4	78.8
Laurens-Marathon Comm School District	65.1	74.4	67.1	72.0
Lawton-Bronson Comm School District	87.3	83.1	76.1	77.0
Le Mars Comm School District	80.9	82.4	74.6	81.0
Lenox Comm School District	71.8	79.5	77.6	81.6
Lewis Central Comm School District	67.5	70.2	65.2	73.0
North Cedar Comm School District	81.3	88.8	79.9	88.2
Lineville-Clio Comm School District	***	***	75.0	83.3
Linn-Mar Comm School District	88.5	89.8	81.1	86.0
Lisbon Comm School District	72.4	78.6	68.5	84.3
Logan-Magnolia Comm School District	93.4	96.7	72.5	76.5

Agency Name	4th Grade Reading	4th Grade Math	8th Grade Reading	8th Grade Math
Lone Tree Comm School District	80.8	83.3	76.6	76.6
Louisa-Muscatine Comm School District	61.3	75.6	63.6	58.2
LuVerne Comm School District			89.4	91.5
Lynnvile-Sully Comm School District	83.6	80.6	83.3	91.7
Madrid Comm School District	76.5	77.6	79.0	79.0
Malvern Comm School District	84.8	87.0	59.0	53.8
Manning Comm School District	90.3	85.5	81.7	93.0
Manson Northwest Webster Comm School District	75.9	71.3	81.2	87.1
Maple Valley Comm School District	83.1	81.5		
Maquoketa Comm School District	81.1	77.6	66.9	65.2
Maquoketa Valley Comm School District	88.1	89.1	84.7	87.9
Marcus-Meriden-Cleghorn Comm School District	95.2	98.4	81.4	84.3
Marion Independent School District	80.6	84.1	67.5	81.9
Marshalltown Comm School District	67.6	68.4	62.5	69.1
Martensdale-St Marys Comm School District	72.6	83.9	64.9	77.0
Mason City Comm School District	74.5	76.8	71.4	77.3
MOC-Floyd Valley Comm School District	95.2	94.6	85.4	90.2
Mediapolis Comm School District	84.1	95.6	81.9	83.3
Melcher-Dallas Comm School District	74.5	68.1	53.4	67.1
Meservey-Thornton Comm School District			66.7	70.2
Midland Comm School District	85.1	89.6	59.7	76.6
Mid-Prairie Comm School District	77.6	74.6	71.3	76.6
Missouri Valley Comm School District	72.0	68.0	76.6	74.7
MFL MarMac Comm School District	75.0	71.3	67.6	82.1
Montezuma Comm School District	88.7	87.3	73.4	71.9
Monticello Comm School District	83.7	85.3	70.5	80.5
Moravia Comm School District	86.5	89.2	80.0	77.5
Mormon Trail Comm School District	60.7	60.7	60.0	60.0
Morning Sun Comm School District	88.9	94.4		
Moulton-Udell Comm School District	96.6	93.1	69.0	59.5
Mount Ayr Comm School District	89.9	94.4	70.2	78.6
Mount Pleasant Comm School District	82.3	79.1	68.9	70.6
Mount Vernon Comm School District	86.0	85.2	80.9	84.6
Murray Comm School District	74.5	76.6	68.1	74.5
Muscatine Comm School District	88.2	89.3	79.3	82.0
Nashua-Plainfield Comm School District	80.4	82.1	83.1	90.3
Nevada Comm School District	84.4	80.9	82.7	82.2
Newell-Fonda Comm School District	84.2	84.2	84.7	91.7
New Hampton Comm School District	87.7	82.3	65.5	73.2
New London Comm School District	78.0	71.2	62.7	65.1
New Market Comm School District	85.7	85.7	50.0	60.0
Newton Comm School District	79.5	82.4	68.6	73.7
Nishna Valley Comm School District	84.6	84.6	75.0	78.1
Nora Springs-Rock Falls Comm School District	72.2	77.8	78.5	86.1
North Central Comm School District	80.3	84.2	66.7	74.1
Northeast Comm School District	92.1	96.6	91.6	93.7
North Fayette Comm School District	89.1	81.5	76.4	73.6
Northeast Hamilton Comm School District	86.0	88.4	67.3	71.4
North Mahaska Comm School District	81.3	82.7	64.8	62.0
North Linn Comm School District	81.9	87.2	75.7	82.6
North Kossuth Comm School District	76.7	73.3	79.2	77.1
North Polk Comm School District	87.0	93.2	78.3	88.2

Agency Name	4th Grade Reading	4th Grade Math	8th Grade Reading	8th Grade Math
North Scott Comm School District	83.7	87.4	82.4	80.9
North Tama County Comm School District	82.9	92.1	75.9	79.5
North Winneshiek Comm School District	69.4	86.1	65.9	75.6
Northwood-Kensett Comm School District	83.9	85.7	66.2	76.6
Norwalk Comm School District	84.1	87.8	80.8	84.7
Odebolt-Arthur Comm School District	84.3	86.3	85.4	91.7
Oelwein Comm School District	80.9	83.3	65.7	76.7
Ogden Comm School District	86.3	88.2	80.5	89.0
Okoboji Comm School District	86.2	87.2	76.2	72.3
Olin Consolidated School District	86.4	77.3	53.7	65.0
Orient-Macksburg Comm School District	77.8	77.8	71.4	65.7
Osage Comm School District	85.6	81.6	76.3	82.1
Oskaloosa Comm School District	80.0	88.7	74.1	73.1
Ottumwa Comm School District	72.5	77.0	71.1	72.7
Panorama Comm School District	85.6	89.8	85.8	81.4
Paton-Churdan Comm School District	84.2	84.2	78.9	78.9
PCM Comm School District	84.7	82.0	77.5	83.6
Pekin Comm School District	89.6	88.5	68.5	70.2
Pella Comm School District	91.3	92.4	86.3	91.2
Perry Comm School District	81.0	72.7	59.2	62.3
Pleasant Valley Comm School District	86.4	90.5	77.1	83.0
Pleasantville Comm School District	86.3	89.0	76.9	79.1
Pocahontas Area Comm School District	89.3	94.6	75.5	79.4
Pomeroy-Palmer Comm School District	74.1	74.1	75.0	71.9
Postville Comm School District	62.0	73.4	75.3	75.3
Prairie Valley Comm School District	81.4	86.3	83.8	81.0
Prescott Comm School District	72.7	63.6		
Preston Comm School District	85.4	87.2	86.2	86.2
Red Oak Comm School District	71.4	74.4	69.5	64.9
Remsen-Union Comm School District	86.5	78.8	76.6	76.6
Riceville Comm School District	73.6	75.5	81.7	84.7
Riverside Comm School District	89.0	90.2	75.3	82.8
Rock Valley Comm School District	90.0	88.9	74.2	79.8
Rockwell-Swaledale Comm School District	79.2	75.0	59.1	69.7
Rockwell City-Lytton Comm School District	82.1	91.0	75.0	78.9
Roland-Story Comm School District	88.3	85.4	81.3	86.9
Rudd-Rockford-Marble Rk Comm School District	87.5	90.5	73.6	80.2
Russell Comm School District	57.9	57.9	66.7	58.8
Ruthven-Ayrshire Comm School District	87.0	95.7	60.5	72.1
Sac Comm School District	67.6	64.3	72.9	78.6
St Ansgar Comm School District	78.8	81.6	68.6	69.5
Saydel Comm School District	70.3	79.1	66.2	68.5
Schaller-Crestland Comm School District	75.4	80.3	72.9	81.4
Schleswig Comm School District	85.4	80.5	82.5	90.0
Sentral Comm School District	88.0	80.0	88.5	80.8
Sergeant Bluff-Luton Comm School District	86.7	83.1	76.7	80.1
Seymour Comm School District	60.6	54.5	73.2	82.9
Sheffield-Chapin Comm School District	88.5	85.2		
Sheldon Comm School District	88.5	85.5	78.8	92.7
Shenandoah Comm School District	79.1	71.2	68.0	68.8
Sibley-Ocheyedan Comm School District	89.0	88.1	85.1	85.7
Sidney Comm School District	59.0	79.5	51.6	75.8

Agency Name	4th Grade Reading	4th Grade Math	8th Grade Reading	8th Grade Math
Sigourney Comm School District	76.3	76.3	71.7	72.7
Sioux Center Comm School District	89.1	93.4	79.3	85.2
Sioux Central Comm School District	86.0	75.4	76.7	70.9
Sioux City Comm School District	70.8	70.7	62.0	63.7
Southern Cal Comm School District	88.6	88.6	66.7	77.0
South Clay Comm School District	77.8	66.7		
Solon Comm School District	85.7	83.2	77.3	80.0
Southeast Warren Comm School District	88.6	91.4	69.7	79.8
South Hamilton Comm School District	83.7	84.7	76.8	83.0
Southeast Webster Grand Comm School District	75.0	71.3	69.9	66.3
South Page Comm School District	95.8	73.9	78.8	69.7
South Tama County Comm School District	69.6	65.4	75.9	76.8
South O'Brien Comm School District	82.4	85.7	70.3	80.2
South Winneshiek Comm School District	87.3	91.9	60.2	68.7
Southeast Polk Comm School District	82.7	84.2	74.9	78.2
Spencer Comm School District	79.8	78.5	72.9	75.2
Spirit Lake Comm School District	82.9	85.7	80.6	76.6
Springville Comm School District	78.7	80.3	57.1	61.4
Stanton Comm School District	90.6	93.8	70.6	72.5
Starmont Comm School District	91.6	88.0	72.9	84.7
Storm Lake Comm School District	63.4	58.9	52.4	57.6
Stratford Comm School District	85.7	100.0		
West Central Valley Comm School District	76.0	84.6	73.3	72.2
Sumner Comm School District	82.3	87.3		
Terril Comm School District	93.3	93.3	81.4	83.7
Tipton Comm School District	79.5	79.5	82.0	88.7
Titonka Consolidated School District	76.9	88.5	70.6	66.7
Treynor Comm School District	87.3	84.3	99.0	92.8
Tri-Center Comm School District	70.1	76.6	73.9	74.8
Tri-County Comm School District	68.3	75.6	67.2	82.8
Tripoli Comm School District	87.3	87.3	71.4	85.7
Turkey Valley Comm School District	84.4	81.3	75.0	85.9
Twin Cedars Comm School District	75.7	87.1	66.7	66.2
Twin Rivers Comm School District				
Underwood Comm School District	86.7	86.7	74.8	82.9
Union Comm School District	83.6	85.7	82.9	79.1
United Comm School District	82.1	89.7		
Urbandale Comm School District	86.3	90.3	84.9	89.1
Valley Comm School District	72.4	71.1	77.5	78.7
Van Buren Comm School District	90.3	89.2	68.1	77.9
Van Meter Comm School District	88.9	91.1	76.9	84.6
Ventura Comm School District	95.8	89.6	81.4	85.7
Villisca Comm School District	68.0	82.0	68.3	81.7
Vinton-Shellsburg Comm School District	81.6	80.5	65.6	77.7
Waco Comm School District	80.0	83.3	57.0	68.6
Wall Lake View Auburn Comm School District	71.4	76.6	75.0	83.8
Walnut Comm School District	77.4	74.2	78.6	71.4
Wapello Comm School District	85.7	85.7	67.5	69.0
Wapsie Valley Comm School District	72.9	76.0	66.0	80.0
Washington Comm School District	69.5	73.2	60.4	72.8
Waterloo Comm School District	64.1	63.7	54.4	54.0
Waukee Comm School District	91.5	90.0	85.8	85.0

Agency Name	4th Grade Reading	4th Grade Math	8th Grade Reading	8th Grade Math
Waverly-Shell Rock Comm School District	85.4	83.8	84.4	91.4
Wayne Comm School District	84.7	77.8	80.2	81.1
Webster City Comm School District	87.8	86.9	73.8	80.0
West Bend-Mallard Comm School District	91.4	97.1	87.1	93.5
West Branch Comm School District	83.5	78.3	71.3	78.7
West Burlington Ind School District	69.7	59.6	72.9	68.2
West Central Comm School District	87.8	92.7	66.7	74.4
West Delaware County Comm School District	78.8	79.5	75.5	82.3
West Des Moines Comm School District	86.2	85.9	81.3	86.5
Western Dubuque Comm School District	78.5	79.6	80.1	80.6
West Harrison Comm School District	61.6	68.5	65.4	59.3
West Liberty Comm School District	65.3	69.4	61.5	76.9
West Lyon Comm School District	80.4	81.5	77.0	88.9
West Marshall Comm School District	85.1	91.1	73.4	77.7
West Monona Comm School District	71.3	67.0	69.9	78.6
West Sioux Comm School District	67.1	75.9	74.2	72.2
Westwood Comm School District	72.5	76.8	64.2	70.5
Whiting Comm School District	85.3	91.2	83.8	89.2
Williamsburg Comm School District	90.9	90.2	78.9	82.9
Wilton Comm School District	83.2	85.1	70.6	74.4
Winfield-Mt Union Comm School District	73.1	76.9	64.9	74.3
Winterset Comm School District	78.1	81.8	85.4	75.8
Woden-Crystal Lake Comm School District	57.1	64.3		
Woodbine Comm School District	85.0	81.7	73.0	88.6
Woodbury Central Comm School District	90.3	79.6	88.0	86.7
Woodward-Granger Comm School District	72.1	77.9	82.1	83.3

Evaluator Training Program and Changes and Improvements in the Evaluation of Teachers Under the Iowa Teaching Standards

Iowa Evaluator Approval Training Program (IEATP)

During the 2002 legislative session, IEATP was mandated for any educator who wanted to obtain the new evaluator license and renew their administrative endorsement and the corresponding general administrative endorsement. The materials and training for IEATP were developed by area education agencies (AEAs), School Administrators of Iowa (SAI), the University of Northern Iowa (UNI), and the Southeast Regional Laboratory (SERVE) in cooperation with DE personnel. A statewide application process for potential trainers was implemented and 65 trainers were selected. Training began in the fall of 2002 and was delivered in five regions across the state. Over 2,300 participants were trained by June 2006.

Beginning in the summer of 2007, the training is being offered through the professional development office of each AEA. Trainers continue to be certified by the state of Iowa and ongoing support for the training comes from the DE. Higher education institutions that offer approved administrator preparation programs have integrated this new evaluator training into their pre-service school administration programs.

As a result of the 2002 legislative requirement, the Iowa Teaching Standards and Criteria became the statewide expectation for all teachers. The DE has developed and shared a model evaluation process and the summative evaluation instrument to be used at the culmination of the comprehensive performance review <http://www.iowa.gov/educate/content/view/538/563/>. Dr. Tom McGreal collaborated with the DE in the development of the evaluation model. The evaluator training program outlined above includes these statewide models as part of the training materials.

Evaluator Approval Renewal Training

The content for the two renewal courses: *The Iowa Evaluator Approval Renewal Training Program II: Evaluation of Teachers* and *The Iowa Evaluator Approval Training Program II: Evaluation of Administrators* was developed by collaborative work with the DE, SAI, and AEAs. Evaluator Approval Renewal trainings were designed to focus on the evaluation of teachers using the Iowa Teaching Standards and the evaluation of administrators using the Iowa Standards for School Leaders. Trainers were trained during the spring of 2007. These two renewal courses are offered through the AEAs. The costs of the renewal training are paid for through registration fees.

The Iowa Evaluator Approval Renewal Training Program II: Evaluation of Teachers is designed for principals and other educational leaders who are responsible for the evaluation of teachers' skill attainment and enhancement. The areas covered in the training are:

- effective leadership practices in evaluation;
- knowledge and understanding of best practice in writing an individual career development plan;
- knowledge and understanding of best practice in writing an intensive assistance plan;
- skills in the use of effective strategies for formative conferencing; and
- skills in the use of coaching strategies.

Seventy-six trainers were certified to teach this course. Twenty-eight of these trainers delivered the training to administrators in their home district. This provided a valuable opportunity for the districts to incorporate their training with the district's local evaluation process and procedures. Initial feedback indicates that ongoing professional conversations around evaluation of teachers continue in the districts with their in-house trainer. Five higher education professors and the executive director of the Iowa Board of Educational Examiners (BoEE), also received this training to provide knowledge to enhance their work with Iowa administrators.

The Iowa Evaluator Approval Training Program II: Evaluation of Administrators is designed for superintendents and other educational leaders responsible for the evaluation of administrators' skill attainment and enhancement. The areas covered include:

- the application of the Iowa Standards for School Leaders;
- recognition of effective principal behaviors that increase student achievement, including use of data, alignment of curriculum, instruction, and assessment, and first- and second-order change;
- research and the application of effective superintendent behaviors that increase student achievement;
- coaching skills to enhance principals' skills as instructional leaders; and
- models of principal evaluation processes, including design and the use of an individual career development plan for principals.

Fifty trainers were trained to teach the renewal course to evaluate administrators. Eleven higher education professors and the executive director of the BoEE took part in the training to enhance their knowledge as they work with future and current Iowa administrators.

Participants took part in the first two modules September 19, 2007, when Dr. Douglas Reeves addressed the participants, followed in the afternoon by an emphasis on the Iowa Standards for School Leaders. All remaining modules take place in each AEA on the dates of the superintendents' meetings. Trainers work in pairs. Each training pair is an AEA administrator and a practicing or retired superintendent.

Iowa law currently requires that an administrator complete either *Iowa Evaluator Approval Training Program II: Evaluation of Administrators* OR *Iowa Evaluator Approval Training Program II: Evaluation of Teachers* for renewal. Individuals may choose to take both to complete their required four hours for license and evaluator renewal. Administrators have been encouraged to take the course most pertinent in his/her current job description.

Evaluation Model

The DE, in collaboration with Dr. Tom McGreal, developed a model for a local evaluation system. This model was made available to the public in August 2002 at <http://www.iowa.gov/educate/content/view/538/563/>. This document provides local Iowa school districts with a basic evaluation model that can be used to shape a standards-based teacher evaluation system that will meet all the expectations of the Iowa teacher quality program. This model encourages a range of sources of data and information to document that teachers meet the

Iowa Teaching Standards. The model also incorporates the requirements for evaluation that are included in the teacher quality legislation.

Model Descriptors

The DE worked with a cadre of educational experts led by Dr. Vickie Trent, UNI; Dr. Charlotte Danielson, Outcomes Associates; Dr. Tom McGreal, Professor Emeritus, University of Illinois; Dr. Beverly Showers, Staff Development Consultant; and Dr. Barbara Howard, SERVE; to develop model descriptors to support the criteria for the Iowa Teaching Standards. These model descriptors are intended to help districts further define, in operational or behavioral terms, expectations under the Iowa Teaching Standards and Criteria. These model descriptors can be located at <http://www.iowa.gov/educate/content/view/542/565/>.

In June 2007, another set of model evidence (descriptors) was added at the above website. This set of evidence illustrates how a single piece of evidence can support several different Iowa Teaching Standards and Criteria.

Comprehensive Evaluation Instrument

The DE worked with legal representatives from SAI, Iowa State Education Association (ISEA), and the Iowa Association of School Boards (IASB) on the development of the summative Comprehensive Evaluation Instrument for second year teachers. This instrument is a mandated part of a local evaluation system that is required for use in the final evaluation of second year teachers. This instrument was included in the Evaluation Model issued by the DE and in IEATP training materials for participants in evaluator approval training.

District Evaluation Design

Beginning July 1, 2005, all districts were required to base their evaluation of all teachers on the Iowa Teaching Standards and Criteria. All career teachers will be evaluated a minimum of every three years and they will annually develop and implement an individual career plan focused on the district's and building's student learning priorities and the district's staff development plan. They must also provide an intensive assistance component designed to support teachers not meeting one or more of the teaching standards. As a support for this work, the DE, in cooperation with the AEAs, conducted a statewide series of ICN sessions focused on teacher evaluation systems providing information and local school examples that have already been developed. The AEAs also have at least one consultant who serves as a liaison to districts as a person who can provide information resources and possible technical support for the district's design effort. In addition, Tom McGreal returned to the state and conducted a statewide workshop on the design of teacher evaluation systems.

The DE continues to provide support to the current evaluation design and staff development model by providing samples of district and building level professional development plans, individual career development plans, and samples of completed career teacher evaluations as support to the work of local districts and various professional organizations in order to illustrate how these components all connect with one another.

2007 Legislative Actions

In an effort to continue the state's focus on teacher quality, the Iowa Legislature added several components which enhances the educator quality bill

- Funding for professional development
- Attendance Center Professional Development Plans
- Teacher Quality Committee responsibilities
- Expansion of administrator quality
 - The expansion of administrator quality creates a new Iowa Code Chapter 284A that mirrors the policy included in the teacher quality program. This expansion builds on the new administrator mentoring and induction enacted in 2006 to include statewide Standards for School Leaders, administrator professional development plans, and standards-based administrator evaluations.

The Iowa Mentoring and Induction Program

Every new educator enters into a two-year induction program that addresses the educator's personal and professional needs and trains him or her on Iowa's eight teaching standards. A mentor is assigned to each educator – not to evaluate for employment purposes, but to observe, critique, and provide support and advice on effective teaching practices. In 2007, school psychologists, nurses, social workers, and speech and language pathologists with a teaching license who are new to the profession were approved to participate in the mentoring and induction program.

Mentors must have at least four years of teaching experience and demonstrated skills in classroom training and coaching. They receive training on district expectations, based on Iowa's eight teaching standards. Mentoring programs can be designed by the district or the AEA, which provide school improvement services for the local education community. The mentor must follow this program while focusing on the educator's individual needs. One hundred percent of the public school districts and all AEAs in Iowa have a mentoring and induction plan that has been approved by the DE.

After the two-year induction program, the new educator receives a standard license in most cases. The state fully funds induction for the required two years. If an educator does not meet the requirements after the two years, a third year in the induction program can be granted by the district, but must be funded by the district. If the educator does not successfully complete the program after the third year, that educator cannot receive a license and cannot continue to teach in the state.

During the 2006-07 school year, 3,526 new educators participated in the state-funded Iowa Mentoring and Induction program. This total is comprised of both first and second year educators in local education agencies (LEAs) and AEAs statewide.

Iowa Mentoring and Induction Institute

The fourth annual statewide Mentoring and Induction Institute was held in Cedar Falls, Iowa, April 15-17, 2007. Co-sponsors included UNI and ISEA in partnership with Heartland AEA. The Institute addressed effective practices to support beginning educators from the pre-service experience to the classroom. Distinguished keynote speaker Dr. Richard Ingersoll, Professor of Education and Sociology, University of Pennsylvania, shared current research on mentoring and induction. He addressed the issues of recruitment and retention, teacher shortages, and the quality of new professionals. The New Teacher Center, University of California, Santa Cruz presented two full-day workshops for participants that provided training on structures, strategies and tools for developing expertise in teaching for both new educators and mentors, and for the support of new educators by administrators.

The Mentoring and Induction Institute conferred the annual Mildred Middleton Crystal Key Awards for Outstanding Mentoring and for Outstanding Leadership in a Mentoring and Induction Program. The awards were provided by ISEA and presented by ISEA President, Linda Nelson.

The Iowa Mentoring and Induction Network

The Iowa Mentoring and Induction Network is primarily comprised of AEA staff who administer the program in their areas and is led by the department administrator of the Iowa Mentoring and Induction program, DE. The network meets semi-annually in the Des Moines area. The full-day network meetings provide information and technical assistance to AEAs and others in attendance on such topics as licensure issues for new educators, system support, Iowa mentoring and induction models, and mentoring resources.

Mentoring and Induction Statewide (MITS) Steering Committee

This committee (MITS) meets several times a year and is comprised of representatives of the DE, AEAs, higher education, local school districts, and ISEA. The MITS Committee gives guidance and direction to the DE on program issues and plans and coordinates the annual Iowa Mentoring and Induction Institute. The steering committee networked with experts in the field of mentoring and induction by attending the New Teacher Center Symposium in San Jose, California, in February 2007. The committee was also selected to give a presentation at the national Symposium on Iowa's Mentoring and Induction Program at the 2007 event. The symposium, sponsored by the University of California, Santa Cruz, is attended by over 3,000 educators from the United States and several

countries around the world. Resources and information acquired at the symposium were used to enhance the quality of the Iowa Mentoring and Induction Program.

Mentoring and Induction Model

The DE program administrator of Iowa's Mentoring and Induction Program co-chaired with ISEA an effort that resulted in a model for districts and AEAs to follow in developing a high quality mentoring and induction program at the local and regional levels. The model was piloted in several districts in AEA 13 and will continue throughout 2008.

Teacher Quality Enhancement Grant (TQE)

In 2005, the DE was awarded a grant from the U.S. Department of Education in the amount of \$6.3 million dollars over three years. This grant is being used to increase the effectiveness of teacher education programs for teacher candidates and will assist in collecting data on first and second year teachers in Iowa in the future. In the development of the grant application, the funds appropriated for the Iowa Mentoring and Induction program during FY 2005 were used to leverage the federal TQE funds. Funds from the TQE grant are used to support various mentoring and induction technical assistance activities that benefit LEAs and AEAs.

Professional Development

Priorities:

The DE's efforts during 2006-07 to improve the professional development systems have emphasized the following priorities:

1. Developing the capacity of school leaders and AEA personnel in Iowa to lead and support professional development at the district and building level.
2. Assisting local districts in accessing research-based instructional content through the Iowa Teacher Academies.
3. Providing technical assistance to implement the new requirements of the Student Achievement and Teacher Quality Act (2007)
4. Providing resources to implement the Iowa Professional Development Model (IPDM), District Career Development Plans, and Individual Teacher Development Plans.

Actions:

Priority 1: Developing the capacity of school leaders and AEA personnel in Iowa to lead and support professional development at the district and building level.

The DE delivered several learning opportunities and technical assistance events to help educators learn how to lead quality professional development at the district and building level. Participants included superintendents, principals, central office administrators, professional development leadership team members, college and university representatives, and AEA staff. Capacity building efforts focused on the leadership actions needed to direct school improvement initiatives and implement professional development focused on accomplishing gains in student achievement. Examples:

- **Professional Development Leadership for School Improvement Series:** October 19-20, 2006; February 7, 2007; April 20, 2007; and June 7, 2007. Participants included 116 school administrators, AEA personnel, and teachers. Participants learned to use school improvement and professional development processes to improve instructional practices and accomplish increases in student learning. Leadership skills such as planning, supporting, and sustaining school improvement and professional development efforts were emphasized. Participants acquired skills in organizing and leading governance structures to involve the various role groups that maximize teacher and administrator leadership.
- **Instruction at the Core of Improved Student Learning: Workshop Series:** sponsored by the DE and SAI. This series was attended by school administrators, AEA personnel, and teacher leaders. Each session featured leadership actions for improving school-wide core instructional practices including how to lead professional development and increase teacher engagement in professional learning and how to implement

collaborative team structures for building teacher and administrator leadership.

- April 4, 2007 Presented by Dr. Richard Elmore: a national expert in preparing school administrators to lead school improvement efforts and in creating a community of practice for superintendents and principals engaged in the improvement of instruction.
 - June 7, 2007 Consultants from the Teaching and Learning Services Bureau shared effective instructional practices including information on adolescent literacy, as well as best practices in mathematics and science for middle school and high schools students.
 - August 7, 2007 Dr. Gordon Donaldson provided participants with tools for increasing the effectiveness of school leadership teams. (SAI)
 - August 8, 2007 SAI breakout sessions on Literacy, Mathematics and Science for School Leaders presented by Teaching and Learning Services consultants and school practitioners.
 - November 6 & 8, 2007 Dr. Eric Hart, Tonya Urbatch, and Iowa school administrators presented a workshop for school leaders on effective practices in mathematics.
- Ongoing technical assistance meetings with Iowa Urban 8 Professional Development Consultants – meetings were held throughout the year to address professional development needs of Iowa’s largest school districts.
 - In addition to training events, the DE provided technical assistance and ongoing support to the development of a statewide coordinated system of administrator development for student achievement. Iowa Department of Education personnel contributed to the Iowa Leadership Academy Design Team as this group formed a comprehensive approach to preparing school leaders. An example of the outcomes of this group’s efforts includes The Iowa Leadership Academy held on June 21-23. It provided professional development for school principals that focused on leadership skills for leading professional development and other school improvement roles.

Priority 2: Assisting local districts in accessing research-based instructional content through the Iowa Teacher Development Academies (ITDA)

The ITDAs feature research-based content and are designed to support local school districts and AEAs in offering professional development that is grounded in research and based on the IPDM. The target audience for the academies is local school teams that include teachers, principals, and central office personnel as well as AEA consultants. See attached chart. The purposes of the academies are:

- To increase student achievement through quality professional development.
- To improve local district access to qualified trainers in high demand content areas (reading, mathematics and science).
- To increase the number of teachers and consultants with expertise in specific academic content areas and skills in delivering professional development opportunities.
- To support and compliment existing teacher quality program efforts. This initiative is designed to support the AEA and DE capacity building efforts by adding to the pool of available trainers in Iowa.

The DE provided the following academies: Second Chance Reading (SCR), Concept Oriented Reading Instruction, Question Answer Relationships, and Cognitively Guided Instruction. Each academy provided from seven to eight days of training distributed through the summer of 2006 and the 2006-07 school year. New cohorts of participants were offered the same academies in the summer of 2007 with training continuing through the 2007-08 school year.

Academy trainers work with teachers and their administrators to structure collaborative teams, design formative data collection, and assist with analysis strategies for both formative and summative data. Web-based procedures for reporting student results are in place.

As part of the ongoing effort to build statewide capacity to provide local districts with quality professional development, three of the academies are preparing select participants to serve as in-state trainers. For example, the SCR academy recruited and prepared 40 teachers and consultants to serve as trainers. These individuals met rigorous selection criteria and engaged in extensive training. The trainers are now fully prepared and providing SCR training to school personnel throughout the state. The DE has provided funding to help support the AEAs that hosted these sessions.

Iowa Teacher Development Academy	2005-2006	2006-2007	2007-2008
Second Chance Reading			
Teachers	95	91	65
AEA	25	30	13
Central Office/Principals	30	37	28
Trainers		34	40
Concept Oriented Reading Instruction			
Teachers	60	52	52
AEA	5	8	5
Central Office/Principals	8	13	18
Question Answer Relationships			
Teachers	59	59	35
AEA	8	11	2
Central Office/Principals	9	12	25
Cognitively Guided Instruction			
Teachers	57	93	99
AEA	12	24	15
Central Office/Principals	13	15	9
Trainers			11

Priority 3: Providing technical assistance to implement the new requirements of the Student Achievement and Teacher Quality Act (2007)

- Orientation for Teacher Quality Committees:** Four one-day orientation meetings were completed between August 13 and August 17, 2007. Over 1,200 participants from 225 local districts participated in one of the events. Teams included both administrators and teachers. The outcomes of this event were to enable participant to:
 - Become familiar with the scope and parameter of the Teacher Quality Legislation (SF 277)
 - Understand roles and responsibilities
 - Initiate the work of the Teacher Quality Committees
 - Recognize positive possibilities for the Teacher Quality Committees work
- Administrator Quality Program:** Work is underway to establish rules and guidance for the development of the Administrator Quality Program.
 - Superintendent Evaluation: The DE, IASB and SAI are collaborating to develop resources to prepare school boards to evaluate superintendents. An initial workshop was delivered on November 2, 2007. A DVD and additional training resources are being produced.

- Principal Evaluation: The DE has collaborated with other agencies to develop and deliver training to prepare superintendents to evaluate principals.
- **AEA Teacher Quality Program:** Rules are in process and technical assistance is planned for March 2008.

Priority 4: Providing resources to implement the IPDM, District Career Development Plans, and Individual Teacher Development Plans

The 2007 Iowa Student Achievement and Teacher Quality Act required district Teacher Quality Committees to follow the IPDM when making decisions and monitoring the district, attendance center, and Individual Professional Development Plans. The IPDM provides a framework intended to assist districts, schools, and individuals as they develop staff development programs targeted at the learning needs of their students. It also provides guidance for local districts to use when designing, implementing, and evaluating the district professional development plan as well as individual teacher professional development plans. The DE continuously refines and adds tools to the IPDM Model Training Manual and the DE website for professional development. These resources provide detailed information for developing plans as well as overviews, recommended steps, tools, video clips, case studies, and resources <http://www.iowa.gov/educate/content/view/232/637/>

Case Studies

During the 2006-07 school year, the DE initiated the *Writing for Results Project*. The purposes of the project are to:

- Provide the opportunity for local district/building teams to reflect on their school improvement efforts, define their model of practice, and write about their experiences and results for publication/dissemination.
- Publish self-case studies in a variety of media.
- Increase the availability of state and national publications that provide examples of effective initiatives that use professional to accomplish gains in student achievement.
- Synthesize best practices across case studies.
- Build resources to support the implementation of the IPDM.
- Document the *Writing For Results Process* for future replication.

Five school district teams are participating in the project this year. Teams include school administrators and teachers.

New Technical Assistance Products Distributed in 2006-07:

- DVD of Instruction at the Core of Improved Student Learning presentation by Richard Elmore, Harvard University
- Second Chance Reading Lesson Demonstration DVDs
- DVD of the teacher quality orientation presentations
- Tools are routinely added to the DE professional development website at <http://www.iowa.gov/educate/content/view/232/637/>. This year, the site has been reformatted and organized for easier access by consumers.

Content Network

The DE has added resources to the Iowa Content Networks to make more information about scientifically-based research available to local districts. The Iowa Professional Development Content Network is posted on the DE website at <http://www.iowa.gov/educate/prodev/main.html>